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ABSTRACT

This guide was designed to provide both the occasional and the professional bilingual Spanish-English translator with some working definitions based on modern linguistics and to call his or her attention to certain difficulties in translating. Sections on the following are included: (1) context sensitivity, (2) frequency matching, (3) style matching, (4) psycho-social situation matching, (5) matching of affective connotations, (6) interpreting cultural differences, (7) dialect matching, (8) high frequency verbs, (9) modal auxiliary verbs, (10) language changes, (11) lexical and syntactical anglicisms, (12) hispanicisms, (13) overuse of the passive voice, (14) improper use of articles, (15) false cognates, (16) prepositions, and (17) translation aids. Practice exercises with answer keys conclude the guide. (Author/PMP)

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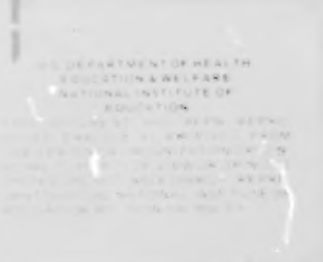

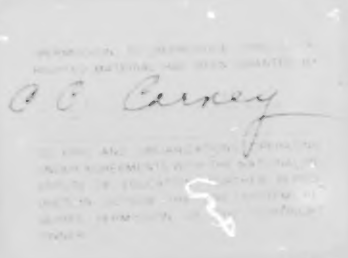

THE TRANSLATOR'S GUIDE

(FOR THE SPANISH - ENGLISH BILINGUAL)

By

CLINTON C. CARNEY, JR.

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INTRODUCTION

1. This brief guide has two objectives, (1) to provide both the occasional and the professional translator with some working definitions based on modern linguistics, in the hope of increasing his understanding of the nature of language; and (2) to call his attention to certain difficulties in translating, a study of which will hopefully increase his sensitivity to his art.

1.1 Besides its value as a reference source, the guide will be most profitably used if the reader will study it carefully until he can understand and answer correctly all of the difficulties presented in the Exercises.

1.2 The author wishes here to acknowledge a debt of gratitude to Dr. Charles L. Latimer for his help in the preparation of this work.

2. WHAT IS A TRANSLATION? - It would be possible to answer simply that a translation is the accurate transfering of the exact meaning of a written document from one language to another. "Interpreting," on the other hand, would be an accurate transfering of the meaning of a spoken utterance in one language to that of another language. Obviously such a facile definition would shed little new light on the very complex art of good translating. To get at the core of the problem, let us recast the question in this way: What is meant by an "exact" translation? The Italians say: "Traduttore, traditore." That is to say the translator is a traitor, because, despite his efforts to the contrary, he usually ends up betraying some of the meaning and intention of the original document. In fact, philosophically speaking, it can be seen that there can be no such thing as an "exact" translation of all the nuances of one language into another. This can be brought out if we contrast an abstract English word such as "ambition" with its alleged counterpart in the Spanish "ambición." The English word is often considered to refer to a noble, highly desirable quality in a human being. Quite the opposite tends to be true of the Spanish word, which generally carries what linguists would call a "negative semantic charge." It is obvious that in most contexts the Spanish word "emprendedor" would be a closer translation of "ambitious."

2.1 One might raise the objection that this lack of a one-to-one correspondence between the words and expressions of two languages occurs only in the case of abstract words such as "ambición," "discusión," "sencillez," and the like. Nevertheless, a sensitive translator will come to realize also that a similar lack of

correspondence can occur between words which refer to indeterminate concrete objects such as "a house," "a chair," etc. This is because the abstraction which an Englishman might conceive of as constituting "a house" would be quite different from what a Spaniard might think of upon hearing "una casa." Even admitting the cases where "a chair" = "una silla,"* we must admit the possibility that there exists at least one context in which "a chair" ≠ "una silla."* This would be, for example, when "una silla" refers to "una silla de montar," i.e. a saddle. Of course, this lack of equivalence ceases to exist in the case of a <u>definite</u>, concrete expression, such as "the house" = "la casa." Both speakers would, in this case, be referring to a definite house with which they both are personally acquainted.

2.2 When a translator realizes the fact that a translation can hardly ever be 100% "exact," he will then be free of the illusion that there can be a one-to-one correspondence between the components of any two languages.

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*The equal sign (=) should be read "is an adequate translation of," and the equal sign plus bar (≠) should be read "is <u>not</u> an adequate translation of."

3. CONTEXT SENSITIVITY - There is another misconception from which a good translator will do well to free himself as soon as possible. This is the erroneous idea that each word "possesses" only one meaning. Freedom from this error involves a recognition of the following linguistic truism: "Context carries a heavy semantic load." Paraphrasing this rather technical jargon, we might say simply that the meaning of most words and expressions is determined by the total environment in which they occur. For example, only context will tell us whether "I read" = "yo leo" or whether "I read" = "yo leí"; "I put" = "yo pongo" or "I put" = "yo puse"; "entre" ="between" or "entre" = "come in"; "tome" = "take" or "tome" = "drink," etc. Such examples are readily understood by most people; what is not understood, however, is that practically ALL words and expressions of ANY language are HIGHLY context sensitive and possess not ONE but MANY meanings depending on subtle factors of linguistic "environment." Let us briefly attempt to analize some of these factors of context sensitivity.

3.1 Time - In the first two examples above, it is obvious that we would need a clue as to the TIME of the action of the English verbs. In most texts clues would be abundantly provided in the form of adverbs of time, other past or present tense verbs, or by logical deduction. For example: "I put it there yesterday" (past tense); "I put it there whenever I see it" (present tense).

3.2 Location - In the case of "entre" and "tome," mentioned above, it would be necessary to note the LOCATION in the utterance of the word "entre" in order to find its meaning. If it is the final or only element in an utterance (or breath group) we will be forced to conclude that the proper translation is "come in."

In order for it to be "between" it would usually have to be followed by a complement which is the object of that preposition. In the case of "tome" = "take" or "tome" ="drink," only by logical deduction from the object "taken" or "drunk" could we be sure of the correct translation.

3.3 Thus far the examples presented are quite obvious and would not normally present any difficulties. However, there are many other context situations which are less obvious, and their discernment is limited only by the translator's own sensitivity to language.

4. FREQUENCY MATCHING - One of the most important factors in the "context discernment" which all good translators are called upon to perform is what we shall call "frequency matching." It can be exemplified by the following equations: "tomo mi café matinal" ≠ "I drink my matinal coffee," but rather "tomo mi café matinal" = "I drink my morning coffee." The reason why the first equation is incorrect is that the English word "matinal" occurs very infrequently, while the Spanish "matinal" is a word of much higher frequency in the spoken language, approximately equivalent to "morning" in frequency of use. Other examples: (knock) "entre" ≠ "enter"; better, (knock) "entre" = "come in"; "pasamos dos días en las montañas" ≠ "we passed two days in the mountains"; better, "pasamos dos días en las montañas" = "we spent two days in the mountains."

5. STYLE MATCHING - In addition to matching two words or expressions according to their frequency of occurrence, it would be necessary to consider the "style" of the original document. A "style" might be "technical," "archaic," "biblical," "erudite," "highly literary," "literary," "quasi-literary," "journalistic," "cultured speech," "colloquial," "sub-standard" or as many other

degrees of discrimination as the translator's sensitivity allows him to make. An example of this might be: "¡Perbaco! Holgarme he con aquesta zagala en tanto el mi amo face pleitesía a la su sennora dama" (highly archaic) ≠ "By Jove, I think I'll have some fun with this shepherd girl while my master makes love to his lady" (not archaic). Better style agreement: "By Jupiter, methinks I shall pass the time of day with this shepherd girl whilst my master maketh love to his lady."

6. PSYCHO-SOCIAL SITUATION MATCHING - Closely related to, and really an extension of style matching is what we might call the matching of utterances from the point of view of (1) the socio-educational environment, and (2) the emotional-mental state of the speaker. It can be seen that the verbal responses of (1) a renowned, highly-educated corporation attorney in a courtroom situation might be quite different from the verbal responses to the SAME STIMULUS on the part of (2) a less educated, unknown, criminal attorney outside of the courtroom. By way of example, we might imagine that the stimulus that triggers these two very different utterances is the statement: "Your defense was very poorly presented and showed a careless preparation of your brief." The verbal reactions of both attorneys would include, perhaps, the same ABSTRACT elements, such as (a) "You are wrong," (b) "There was a reason for my type of defense," (c) "I and my associate carefully researched our brief." In translating the verbatim responses of each attorney, the sensitive translator would EXPECT and LOOK FOR certain social, psychological, and situational differences which would perhaps be present in their actual utterances. To see this

example more clearly, let us list in tabular form two very different utterances possible on the part of each of the attorneys. These extreme differences of reaction to the same triggering statement ("Your defense was poorly presented and showed a careless preparation of your brief") can be accounted for only by such factors as physical location of the speaker and the amount of emotion which could safely be shown by each type of attorney, amount of education, self image or reputation to be protected, etc., etc.

6.1 Here is the situation in tabular form:

ABSTRACT REACTION	ACTUAL WORDS OF FIRST ATTORNEY	ACTUAL WORDS OF SECOND ATTORNEY
(a) (You are wrong).	(a) "My dear colleague, I feel you have jumped to an unwarranted conclusion."	(a) "That's a bunch of baloney!"
(b) (There was a good reason for my type of defense).	(b) "You merely haven't understood my over-all strategy."	(b) "I knew damn well what I was doing."
(c) (I and my associate carefully researched our brief).	(c) "Both I and Mr. Lynch spent many long hours in the Law Library preparatory to presenting our brief."	(c) "Bob and I both worked our tails off preparing that brief."

6.2 All of this is merely to show, in two exaggerated examples, what the really aware translator must be ready to find, usually in a much subtler form, in the material he is to translate. Sometimes the written language from which one is translating will contain no specific linguistic clues as to the psycho-social nuances which might have been present in the spoken utterance. When this happens, it may be indicated (if the translator's superior does not object) to guess at and include in the translated version such nuances as it is reasonable to assume existed in the original spoken version. An example of this might be in those cases in which "You don't say?" =

"Pues, ¡descubriste el mundo!" This translation would be accurate only when the preceding context has made it clear that the speaker is using a distinctly sarcastic tone in the original utterance. This last example is also related to the next important factor in accurately translating "context-sensitive" words and expressions.

7. MATCHING OF AFFECTIVE CONNOTATIONS - In addition to any "basic" meaning a word or expression might have, linguists speak of the "affective" or "emotive" connotations which are often associated with the words. They sometimes describe a word as carrying a "positive" or "negative" affective "charge" in certain contexts. This means simply that a native speaker who hears a certain word may associate a "good" or "bad" feeling with it depending upon the linguistic environment (context) in which it occurs.

7.1 One of the most obvious examples of this involves the Germanic word "God" and the Romance word "Dios." It can be seen that most often the expression "Dios mío" ≠ "My God," but rather "Dios mío" = "My Heavens" or some similar expression in English. Conceivably, "Dios mío" = "My God" in one context only, viz. prayer. In Germanic languages the name of the Deity can be and often is used <u>alone</u> as a strongly blasphemous utterance. Hence a highly negative charge attaches to the word in every context except prayer. In Romance languages the word alone is not enough to blaspheme, but must be accompanied by a deliberate statement about the Deity. The word in isolation, therefore, does not carry the same negative affective charge in the Romance languages as in the Germanic.

7.2 Another case of affectivity matching might be where "mamá" ≠ "momma." For example: (40-year old man speaking) "Mi mamá siempre

decía..." ≠ "My momma always used to say...," simply because "momma" carries the association and affectivity of a child's utterance, while the feeling connected with "mamá" (uttered by an adult) is closer to the more adult "mother" than it is to the childish "momma."

8. INTERPRETING CULTURAL DIFFERENCES FOR THE READER - When translating to or from languages of extremely different cultures, such as in the case of Biblical translating, there often arises the problem of whether the reader should be expected to cut through the many exotic and archaic culture traits to glean what the basic content of meaning would be if expressed in terms of his own times and culture. The problem does not occur so frequently in the case of two modern Indo-European languages such as English and Spanish. In most cases a sentence such as "Los dos políticos se dieron un caluroso abrazo" cannot be translated by "The two politicians gave each other a warm 'abrazo'." This would presuppose on the part of the reader a certain knowledge of Latin culture. Otherwise, it might be necessary to render a freer translation, such as "The two politicians gave each other a warm, Latin-style embrace." If for some reason it should not be desirable to call attention at all to this cultural difference, the translator would be obliged to find an equivalent custom in the other culture. For example, "The two politicians gave each other a warm handshake." Which of these approaches is to be used will be determined not only by the purpose and type of translating being done, but (let us never forget) also by the translator's supervisor.

9. SOME WORKING DEFINITIONS BASED ON MODERN LINGUISTICS - It would be difficult to find anything closer to man than his language.

Yet, there are few things which are more imperfectly understood than the mysterious phenomenon of human speech. Even the most careful scientific descriptions of language often fall short of their mark. However, the descriptions of the linguist are still much better than the chaotic and inconsistent definitions of the layman.

9.1 The translator, for whom language is both the tool and material of his profession, has an imperative need of a good understanding of the nature of language insofar as it has been delineated by science. The following definitions, incomplete for many purposes, are herewith offered as being adequate for the purposes of the translator.

What is a language?

Definition 1 - "A constantly-changing, coded, sound signalling system articulated by the human voice (for the purposes of communicating with others and of helping to build mental and verbal constructs of reality)."

Definition 2 - "A cluster of mutually-intelligible dialects."

How many languages are there?

Approximately 3,500

What is a dialect?

Definition 1 - "One way of speaking a language."

Definition 2 - "One of the several (or many) mutually-intelligible ways of speaking."

Who speaks a dialect?

Linguistically speaking, everybody speaks a dialect, be it the "official" dialect of the stylesetters or a "substandard" one.

How many dialects are there?

As many as man is able to discern in each of the 3,500 languages. All languages

(except those which are becoming extinct with only a handful of speakers) have dialects.

What is linguistics?

The scientific study of language.

What is a linguist?

A person who studies language scientifically.

What is a person who speaks many languages called?

A polyglot.

What is "correctness" in language?

The way an educated, monolingual, native-speaker usually expresses himself when attempting to speak as "internationally" (to minimize dialectal differences) as possible.

What is "correctness" in translating?

The same as "exactness" in translating. (See Section 2).

10. THE PROBLEM OF DIALECT MATCHING - It might be asked why an "official" dialect sounds so much more "correct" than a non-official or "sub-standard" one. A brief but accurate answer would be that this feeling is produced only when we consciously or unconsciously form an associative link between the type of speech involved, the "type" of people we think speak that way, and our feelings toward these people. For a person who makes no such associations (e.g. a foreigner), no feeling of dialectal superiority or inferiority exists. However, except in the case of a foreigner, it is impossible not to make such associations. All native speakers of any language possess these associative feelings whether they approve of them intellectually or not.

10.1 It would seem that in all societies there are what we might call "stylesetters" in every area of human activity, including

language. Stylesetters in language in one culture might be simply the majority of speakers, in another they might be the ruling or governmental class, in still another they might be the movie stars, the elite or aristocracy, priest class, intellectuals, warriors, singers, radio and T.V. announcers, or any combination of these and many more. All of us, without consciously adverting to it, tend to "identify" with one or more of these groups. This identification gradually produces an unconscious imitating of the speech habits of the group. The surprising thing is that this badge of group belonging can be broken by the slightest, most insignificant deviations from the speech patterns of that class of society. In some cultures there exist what is tantamount to two or more "official" or "standard" dialects; in other societies only one. Indeed, it might be safely said that very often the degree of mastery of the minute details of language habit is a reliable indicator of the degree of identification a person has made with a given culture or sub-culture.

10.2 The translator's job is to accurately identify the variety of speech (i.e. the dialect) to be translated from one language, and to express the meaning in a dialect which is the ethnic, psychosocial equivalent in the target language.* An example of this equivalence might be the following:

> "Zeke, git up yo' lazy, good-for-nothin', yo' uncle Zechariah already brung the corn pone" = "Asunción, alevántate, sinvergüenza, que tu ti' Agapito ya trujo el maíj nuevo."

Analysis of the English:

Zeke = rustic U.S., probably non-Negro name

*The "target language" is the language into which the translation is being made.

git = sub-standard, rustic U.S.
yo' = rustic, southern U.S., White and Negro speech
lazy, good-for-nothin' = rustic U.S.
yo' = rustic, southern U.S., White and Negro speech
Zechariah = rustic name, archaic in U.S.
brung = sub-standard U.S.
corn pone = southern U.S., more rustic than urban

Analysis of the Spanish:

Asunción = mainly rustic name
alevántate = sub-standard, Spanish America
ti' Agapito = colloquial, mainly rustic
trujo = archaic, sub-standard, mainly rustic Sp. Am.
maíj = Andalusian and Sp. Am., slightly sub-standard, sometimes rustic, tropical

Identification of above dialects:

The English is sub-standard, rustic, southern U.S.
The Spanish is sub-standard, rustic, Sp. American, possibly tropical.

11. ULTRA-HIGH FREQUENCY VERBS - English is characterized by a heavy reliance on a certain limited number of verbs which occur very frequently and have a very "broad spectrum" of uses and meanings. While perfectly acceptable in English, especially in non-formal usage, the overuse of these "UHF" verbs must be avoided in Spanish in favor of verbs with a much more precise and exact meaning. For example, the English sentence "He went to church at the Cathedral because he wanted to do it, but the mass was so long that he didn't have time to do the things he had to do. Now he likes to go to mass in the school chapel better" would be inadequately translated by "Fue a la iglesia en la catedral porque quería, pero la misa fue tan larga que no tenía tiempo para hacer las cosas que tenía que hacer. Ahora le gusta más ir a misa en la capilla del colegio." A much more "Spanish" translation might be something like this: "Asistió a misa en la catedral por-

que le provocaba, pero la misa resultó tan larga que no le quedaba tiempo para cumplir con sus obligaciones. Ahora prefiere asistir a misa en la capilla del colegio."

11.1 There are occasions, however, when the UHF verb is perhaps the very best verb to use in the translation. A skilled translator will not automatically discard all verbs of this type, but he will rather pause and reflect each time he encounters one. Some of the most common UHF verbs a translator must be on the lookout for are: deber, desear, estar, gustar, hacer, ir, poder, querer, tener, ser, and saber.

12. THE PROBLEM OF THE MODAL AUXILIARY VERBS IN ENGLISH - Many thoughtless mistakes can be avoided if the English to Spanish translator will give a little attention to the English modal auxiliary verbs. Here is a list of the modal auxiliaries which cause the most trouble due to the many different ways in which they may be used in present-day English.

WILL (SHALL)	= Sign of future tense. The traditionally-taught distinction between "shall" for first person and "will" for second and third persons is no longer observed by most educated American-English speakers, "will" being used as a future marker for all grammatical persons.
WILL	= "Querer," e.g. "Will you accept this gift?" "Yes, I will" = "¿Quiere aceptar este regalo?" "Sí, quiero."
WILL	= "Tenga la bondad," e.g. "Will you close the door?" = "Tenga la bondad de cerrar la puerta."
WOULD	= Sign of imperfect tense, e.g. "When we were children we would go to the mountains every summer" = "Cuando éramos niños, íbamos a las montañas todos los veranos."
WOULD (SHOULD)	= Sign of conditional tense, e.g. "I would go if I had the money" = "Iría si tuviera

el dinero." While still frequently observed in British usage, the distinction between "should" for first person and "would" for second and third persons is no longer observed by most educated English speakers in the U.S.

WOULD = "¿Me haría Ud. el favor?" "¿Tendría Ud. la bondad?" e.g. "Would you close the door?" = "¿Tendría Ud. la bondad de cerrar la puerta?"

WOULD (NOT) = "No querer," "rehusar," "negarse a," e.g. "I pushed the donkey but he wouldn't go" = "Empujé al burrito, pero no quiso andar."

WOULD (THAT) = "Ojalá," e.g. "Would that Her Majesty would grant me this boon" = "Ojalá (que) Su Majestad me concediera este favor."

SHOULD = Sign of conditional tense (see "WOULD (SHOULD) = Sign of conditional above).

SHOULD = "Debiera," "debería" (softened obligation), e.g. "You should see that picture" = "Debiera ver esa película."

SHOULD = Sign of subjunctive mood, e.g. "It is not necessary that you should give him the money" "No es preciso que le des el dinero"; "If he should come I would give him money" = "Si acaso viniera, le daría dinero."

MAY = Sign of subjunctive mood (usually present tense), e.g. "I have come so that they may have life" = "He venido para que tengan vida."

MAY = "Puede ser que," e.g. "He may come early" = "Puede ser que venga temprano," "Tal vez venga temprano."

MAY = "Poder" (permiso), e.g. "You may smoke in the bathroom" = "Puede fumar en el baño."

MIGHT = Sign of subjunctive mood (usually past tense), e.g. "He worked so that his family might have food" = "Trabajó para que tuviera comida su familia"; "It was possible that he might come" = "Era posible que viniera."*

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*The correspondence of present and past time with "may" and "might" respectively is not always observed; e.g. "I come tonight that you might have life" = "Vengo esta noche para que tengáis vida."

MIGHT = "Puede ser que...," e.g. "He might come" = "Puede ser que venga."

CAN = Present tense of "poder" or "saber." It is usually better not to think of "can" as a mere sign of the subjunctive; e.g. "I doubt that he can read" = "Dudo que sepa leer" and not "Dudo que lea."

COULD = Past tense of "poder" or "saber"; e.g. "I couldn't see her" = "No podía (pude) verla"; "She couldn't read" = "No sabía leer."

COULD = Conditional tense of "poder" or "saber"; e.g. "If I had the money I could go to Europe" = "Si tuviera el dinero, podría ir a Europa"; "If he had gone to school he could read right now" = "Si hubiera asistido a la escuela, sabría leer ahora mismo."

COULD = Past subjunctive of "poder" or "saber"; e.g. "If he could read, he would know what has happened" = "Si supiera leer, sabría lo que ha pasado."

COULD = "¿(Me) haría el favor?" "¿Sería posible?" e.g. "Could you close the door?" = "¿(Me) haría Ud. el favor de cerrar la puerta?"

MUST = "Deber" (strong obligation or necessity), e.g. "You must do your homework" = "Debes hacer tu tarea."

MUST = "Deber de" (probability), e.g. "She must have a lot of children" = "Debe de tener muchos hijos."

13. THE MATTER OF LANGUAGE CHANGES - In Section 9 language was defined as a "constantly-changing, coded, sound signalling system..." This is nothing more than to say that human language is subject to the same growth and evolution as any other "living" systems. It may be true that the "drift" of written languages is slower than that of languages whose speakers can neither read nor write. Nevertheless, it is probably safe to say that if we could somehow return to our homeland in the English of Spanish-speaking

world, say, a thousand years from now, we would grasp practically nothing of what the man on the street was saying to us in the "English" or "Spanish" of that future time. It is probable that we would understand much more when reading the language of A.D. 3000 than when hearing it. We do not have to go back very far in time to detect a different "feeling" in the language. The language of "old" movies of the 1920's, 1930's, and 1940's is already being made fun of by youngsters who see them on T.V. The thoughts of Abraham Lincoln, a mere 100 years ago, were not expressed in the same style, with all of the same idioms, or even the same words as his counterpart might use today. We can read Shakespeare fairly easily, but we would most likely catch very little of what he was saying to his landlady--were we somehow able to go back to the late sixteenth century. We should have to give up completely on the "English" (Anglo-Saxon) or the "Spanish" (Romance) of a thousand years ago.

13.1 The purpose of mentioning this is twofold: First, to show that the idea of a "pure" language which is established once and for all, nevermore to change is not only naïve but is not born out by any scientific knowledge we have regarding the nature of language; secondly, to suggest that a truly living language changes and grows as the "world feeling" or the world vision of a culture changes. During this evolution, archaic concepts are dropped or de-emphasized and new ones are adopted as required by the changing affective and intellectual life of that culture.

13.2 It is a commonplace today to say that our planet is growing smaller at an ever-increasing rate. Mass media of communication and rapid transportation have made it obvious to everyone that our world is effectively shrinking with a resultant compacting of humanity and

speech areas. The language stylesetters who were mentioned previously are being exposed to ever-increasing contact with speech areas (dialects and languages) whose influence was rarely felt a mere century ago. In some highly bilingual areas even a clerk or typist must possess a working knowledge of the two main languages in order to get a job. The bilingual secretary is perhaps more in demand than ever before. Bilingual men and women who only expected to do routine office work are more and more frequently finding themselves in the predicament of having to do translations for their employers. Many of them have discovered that it is not enough to be highly competent in both English and Spanish; a third, almost completely separate talent is necessary, the ability to translate from one to the other with accuracy and sensitivity. This comes from awareness and practice. If a bilingual secretary doing translation work has not discovered this truth, he or she will merely add to the plethora of mediocre translation being turned out today. Otherwise, if her translation should happen to be, for example, advertising copy for some prestigious magazine (i.e. a stylesetter) her error could very well cause a new and unnecessary usage to spring up in the target language. Translation errors in fact do constitute one of the ways in which language usage is "constantly changing."

13.3 Here is a recently observed advertisement for tires in the Spanish edition of a well-known U.S. magazine (beautiful car with Super Brand Tires parked in front of a bull ring): "¡Super Llanta atiende las funciones más excitantes!" The original English copy for this ad would presumably have been something like, "Super Brand Tires attend the most exciting events!" The error

involved here, of course, is the rendering of "attend" by "atiende." Nevertheless, if enough stylesetters begin to use "atender" for "to attend," it will gradually, and unnecessarily, begin to replace such verbs as "asistir" or "hallarse presente" in this type of context. Indeed, this has been and continues to be the case with a large number of words today. (Also, "exciting" would have been rendered better by "emocionantes").

13.4 Sometimes, what starts out to be an unnecessary replacement due to an error in translation becomes differentiated in its usage and can profitably be used in certain controlled contexts as an actual enrichment of the language. An example of this might be the English words "comfort" and "comfortable." The use of these words in Spanish where merely equivalent to "comodidad" and "cómodo" would constitute an unnecessary replacement and hence an error. "Esta es una silla confortable" ≠ "This is a comfortable chair." "Los nuevos aviones a chorro son muy confortables" = "The new jets are very comfortable." "Confort" can judiciously be used in Spanish only when it connotes much more than simple "comodidad." For example, when it implies modern, luxurious, technological comfort. In this case, the linguistic borrowing can rationally be accepted as a positive contribution to a finer shade of meaning.

13.5 The most impressive feature of language change at the present time is the incredible rapidity with which this change is occurring compared to any time in the past. The overwhelming importance of the English language in the world of business, finance, economics, sports, communication, transportation, entertainment, as well as all forms of science and technology cannot be overestimated.

The fact that many millions of non-native speakers of English use it daily as a second language together with the fact that prodigious amounts of entertainment material (mainly TV and motion pictures) are hastily translated into all the major languages of the world exerts a constant pressure not only on the words (lexical aspect) of practically all languages but also more subtly and pervasively on the patterns of expression (syntactical aspect) of other languages.

13.6 The translator's job is to render a close version of the original with no traces of English influence in the Spanish version (Anglicisms) and no traces of Spanish influence in the English version (Hispanicisms). Anglicisms are such by virtue of (1) an unnecessary replacement, e.g. "muy nais" instead of "muy simpático" which would be altogether wrong, or (2) the persistent choice of a less frequent English cognate expression over a more common (more "Spanish") one, e.g. "controle sus emociones" instead of "domine sus pasiones," or (3) the choice of a word which resembles an English word, but which is not right for the given context, e.g. "tengo una sugestión" instead of "tengo una sugerencia," or (4) a grouping of Spanish words to literally translate an English expression, e.g. "está supuesto a llegar a las siete" instead of "ha de (debe) llegar a las siete," or (5) the overuse of a syntax which is frequent in one language and infrequent in the other, e.g. "mi auto está siendo reparado" instead of "están reparando mi auto" or "se me está reparando el auto."

13.7 These types of foreign influences apply equally to Hispanicisms, Galicisms or whatever.

14. LEXICAL ANGLICISMS - When General De Gaulle deplored the manner in which the English language was adulterating the "pure"

and beautiful French language which he loved he was referring mainly to the unnecessary substitution of English words for French ones. When a Latin American complains of the "cultural imperialism" of the English speakers from the North he is usually referring, among other things, to the onslaught of English words into Spanish speech. It is the presence of foreign words in a language which is most evident to a casual observer. As has been pointed out above, language borrowing, besides having always existed and hence inevitable to a certain degree, can actually enrich a language by introducing nuances which were inexistent before. Few would deny the enrichment of eleventh century "English" by the invasion of French-speaking people. "Spanish" certainly did not suffer by the introduction of a few hundred Arabic words into its vocabulary. Only a person who holds the untenable view that language is a fixed and constant system would be capable of this oversimplification.

14.1 Despite what has been said about language being in constant flux, it would seem desirable for several practical reasons to minimize the rate of unnecessary change in a language. The translator can contribute a great deal in this direction if he will only ask himself whether a neologism from another language is actually contributing new meaning and connotations or merely replacing an equivalent term in the target language for reasons of affectation, fashion, or laziness, e.g. "Ella es muy 'cute'."

Many lexical Anglicisms result from badly translated advertising copy. Often heard nowadays in Spanish commercials is the Anglicism "espíritu de amonia" (spirits of ammonia) instead of the correct form, "esencia de amoníaco." It is doubtful, however, that many of these errors will ever be eliminated from

the language. Sometimes it is not a question of an error, but merely the choice of a heretofore less frequent word which resembles English. An example of this is the growing tendency to advertise "servicios funerales" instead of "servicios funerarios," or "servicios fúnebres."

15. SYNTACTICAL ANGLICISMS - As stated before, a far more subtle and pervasive influence of English on the Spanish language is that of thought patterns, expressions, idioms, ways of putting words together, rather than the words themselves. So unconscious, in fact, are most syntactical Anglicisms and so much a part of present-day Spanish, not only north of the border but also in Meso-America and the Caribbean, that the following imaginary statement might not be too farfetched:

> Nuestro bello lenguaje todavía está siendo arruinado por la terrible influencia cultural de los extranjeros. Estamos supuestos a no decir nada; pero, ¿por cuánto tiempo? Urgimos a todos los patriotas reales que no ignoren las cosas que están pasando y que se refrenen de decir cosas como "parquear" (estacionar), "ampaya" (árbitro), y "jot dog" (emparedado de salchicha). Tratemos de controlar esta situación tan vergonzosa.

Such an expression quite obviously parallels an English one such as:

> Our beautiful language is still being ruined by the terrible cultural influence of foreigners. We are supposed not to say anything; but, for how long? We urge all real patriots not to ignore the things that are happening and to refrain from saying things like "parquear" (to park), "ampaya" (umpire), and "jot dog" (hot dog). Let's try to control this shameful situation.

Notice the use of ultra-high frequency words so characteristic of English thought patterns. See Section 11.

Here is an analysis of the underlined Anglicisms:

lenguaje = suspected Anglicism due to affinity with "language," but wrong for this context. Better: "lengua," "idioma."

está siendo	= suspected Anglicism as Spanish tends to avoid the progressive form of the passive voice.
arruinado	= suspected Anglicism ("to ruin"). Better: "adulterar," "dañar," "hacer estragos."
terrible	= suspected Anglicism due to resemblance to English and to the fact that "terrible" (Sp.) and "terrible" (Eng.) do not match well in frequency. See Section 4.
los extranjeros	= suspected Anglicism as Spanish tends to abstract and generalize with the singular instead of the plural.
Estamos supuestos	= Anglicism; literal translation of "we are supposed to."
no decir nada	= suspected Anglicism less common than "callar" or "guardar silencio."
¿por cuánto tiempo?	= suspected Anglicism less common than "¿hasta cuándo?" See Section 19.5.
Urgimos	= Anglicism; "urgir" is impersonal verb used in third persons only.
todos los patriotas	= suspected Anglicism much less frequent than "todo patriota" for generalizations.
reales	= suspected Anglicism, ambiguous and less suitable in this context than "verdaderos."
no ignoren	= Anglicism, because it is used to translate "to ignore," i.e. "no dejar pasar desapercibido."
las cosas que	= suspected Anglicism, less frequent in Spanish than "lo que" or "la situación."
refrenen	= suspected Anglicism due to resemblance to English "to refrain."
decir cosas como	= suspected Anglicism for "to say things like"; less common in Spanish than "emplear anglicismos."
Tratemos de	= suspected Anglicism due to resemblance to "to try," less common in this type of context than "procuremos" or "esforcémonos."
controlar	= suspected Anglicism (especially if persistently chosen in this type of

context) due to resemblance to "control"; less specific than "rectificar" in this context.

From the above analysis we might replace the "Englishy" parts with more Spanish-sounding words and expressions, such as the following:

> La insufrible influencia cultural del extranjero sigue adulterando la pureza de nuestra bella lengua. Esperan que guardemos silencio, pero ¿hasta cuándo? Exhortamos a todo verdadero patriota que no se calle ante esta situación y que se abstenga de emplear anglicismos como "parquear" (estacionar), "ampaya" (árbitro), y "jot dog" (emparedado de salchicha). Procuremos rectificar esta situación tan vergonzosa.

15.1 Another example which is so subtle that it is not usually recognized as an Anglicism is found in an exchange such as:

> Juan: "Discúlpeme."
> José: "Olvídelo."

It would be more "Spanish" for José to answer something like "No tenga cuidado," "Pierda cuidado," or "No hay por qué."

Or again,

> Juan: "Te digo que no vamos a las montañas. Iremos a la playa."
>
> José: (angrily) "Tú siempre ganas."

A more "Spanish" retort by José would be "Siempre te sales con la tuya."

Watch these adverbial constructions: "recently approved measures" = "medidas recién aprobadas" and not "medidas recientemente aprobadas"; also "they lived comfortably and happily" = "vivieron cómoda y felizmente" and not "vivieron cómodamente y felizmente."

15.2 As was stated in Section 13.6, some syntactical Anglicisms (or Hispanicisms) are such <u>only by virtue of their frequency of use</u>. This type of foreign influence can be extremely tenuous. Such expressions as "ir a la escuela," "ir a la cama," and "dar la hora

correcta" can be considered Anglicisms only if the more frequent expressions "asistir a la escuela," "acostarse," and "dar la hora exacta" tend to fall into disuse. This is the case in some parts of the Spanish-speaking world today.

Example, "He is very hostile toward(s) foreigners" = "Se muestra muy hostil para con los extranjeros." The exclusive use of "hacia" in this type of sentence should be avoided. (See Section 19.5 "HACIA"). The sensitive translator must be on the lookout for these and many more of this type.

15.3 Syntactical Anglicisms and Hispanicisms can crop up also in the exclusive use of one word order in preference to another. For example, if a speaker were consistently to put the subject before the verb in a dependent noun clause in Spanish (e.g. "Dudo que el trabajo sea muy agotador"), never putting it after the verb (e.g. "Dudo que sea muy agotador el trabajo") it would not be unwarranted to suspect the influence of English. Another example of word-order errors: "Pedro Vargas and the orchestra 'Los Muchachos'..." The correct English word order would be "Pedro Vargas and the 'Los Muchachos' orchestra..." This type of Hispanicism is common in advertising copy.

15.4 Another subtle pressure of the English language on Spanish shows up in the wide-spread tendency to replace a Spanish noun clause in the subjunctive mood with an accusative/infinitive construction such as is found in English.

For example, it is common to hear "Me pidió hacer el dulce para la fiesta" instead of the correct "Me pidió que hiciera el dulce para la fiesta." An equally frequent example of this tendency is a sentence such as "Todos estos 'extras' lo na-

cen el mejor auto del año." This, of course, should be "Todos estos 'extras' hacen que sea el mejor auto del año." (The use of "extras" in this way may perhaps be accepted as a de facto neologism which is already well entrenched in much advertising copy).

15.5 The Spanish language is particularly rich in the number of ways in which the progressive form of the verb may be expressed. Whereas English is pretty much limited to "to be + present participle," Spanish has, in addition to "estar + present participle," "seguir + pres. participle," "ir + pres. participle," and "venir + pres. participle," among others. Never to make use of these other forms of the progressive would be to overuse the UHF verb "estar." (See Section 11.1). For example, "El niño venía cantando," "El obrero siguió trabajando," "Quedamos estupefactos," are all more graphic than "El niño estaba cantando," etc.

15.5.1 It should be noted that the progressive present in English may be used to express a future time (e.g. "Next month I am bringing a group of people to this city"). In Spanish, on the other hand, the progressive present may never be used for a future action. (Impossible: "El mes entrante estoy trayendo un grupo de personas a esta ciudad").

15.5.2 Because of the very frequent use of the progressive in the passive voice in English and its relatively infrequent use in Spanish, it might be a good idea for a translator never to use a progressive form in the passive voice in Spanish. For example, (a road sign) "Esta carretera está siendo reparada para su conveniencia" would have been better expressed as "Se está (Estamos) reparando esta carretera para su comodidad."

15.5.3 Sometimes the progressive form is not right simply

because it is common in English and extremely rare (if not impossible) in Spanish. Often overheard in bilingual areas, "El está usando eso para no tener que pagarle" instead of the more correct "El se vale de eso para no tener que pagarle." Another public sign, "¿Está Ud, usando tacones altos? Cuidado con la escalera." Among the many more "Spanish" ways of saying this might be, "Cuidado al bajar la escalera si es que lleva Ud. tacón alto."

16. HISPANICISMS - While recognizing the tremendous impact of English on modern Spanish usage, we should not lose sight of the fact that Spanish too exerts an influence on the English language. In the case of a bilingual person, this influence is often very great indeed. The influence of Spanish on the speech of monolingual English speakers is less, but still quite noticeable in bilingual communities and border areas. Needless to say, the monolingual English speaker whose speech contains Hispanicisms has obviously been influenced by the speech habits of some bilingual peer or stylesetter.

16.1 Sometimes overheard during chess or checkers game: "I ate your man." This is obviously from "Te comí la ficha." Standard English would be "I captured (took) your man."

16.2 To always use "clients" (for "clientes") to the exclusion of "customers" can also be a Hispanicism. The word "client" tends to be associated with professional or elegant services and "customer" with more mundane shopping, e.g. the attorney's clients and the butcher's customers.

16.3 A strange thing about the idiomatic use of the English word "pure" in the sense of "nothing but" is that it is limited to only a few expressions, such as "that's pure baloney." It

cannot be used before just any noun as is the case of Spanish "puro." It is therefore a Hispanicism to say, for example, "He gave her pure five-dollar bills" for "Le dio puros billetes de cinco dólares."

16.4 Notice this common Hispanicism: "A three-days journey." It should be "A three-day journey" ("Un viaje de tres días").

16.5 There are several nouns in Spanish which end in "-ción" and "-sión" which can lure even an experienced translator into using a common Hispanicism. Here are three examples, (1) "The building is now ready for occupation" (should be "occupancy"); (2) "The observation of Independence Day..." (should be "observance"); (3) "I am at your disposition" (should be "disposal"). For other examples of Hispanicisms see Sections 19 (Articles) and 23 (Exercises).

17. OVERUSE OF PASSIVE VOICE IN SPANISH - If we were to single out the one most frequent Anglicism found in Spanish today, it would probably have to be the overuse of the passive voice in Spanish verbs. The passive voice, so much a part of English and other Germanic languages, is actually used very sparingly in Spanish. It is used only when the agent of the action is either expressed or strongly implied, e.g. "He was arrested by the sergeant" = "Fue detenido por el sargento." If the agent is neither expressed nor implicitly stressed, Spanish prefers to use either the active voice, e.g. "The house was built in three months" = "Construyeron la casa en tres meses," or a construction with the reflexive pronoun "se," e.g. "The house was built in three months" = "Se construyó la casa en tres meses." Here the implied stress is on the time and not on the agent of the action.

A public sign: "Es prohibido fumar aquí" ≠ "Smoking (is) forbidden here."

"Se prohibe fumar aquí" = "Smoking (is) forbidden here."

17.1 Rule-of-thumb: Avoid using progressive form of verb in the passive voice. (See 15.5.1)

18. IMPROPER USE OF ARTICLES - Probably the most common Hispanicism found in English translations involves the erroneous use of articles, especially the definite article. It sometimes also occurs in reverse direction constituting a fairly common Anglicism. Certainly the misuse of articles is one of the most pernicious errors for it is found from time to time in the work of otherwise excellent translators. It sometimes crops up in the translation of a simple name, e.g. "La granja se denominaba 'La Providencia'" ≠ "The farm was called 'The Providence'." Rather it should be "The farm was called 'Providence'" = "La granja se denominaba 'La Providencia'." A further example: "I asked for the seat number four" ≠ "Pedí el asiento número cuatro." Rather, "I asked for seat number four" = "Pedí el asiento número cuatro."

18.1 A common Anglicism of this same type is "Arte es divertido" ≠ "Art is fun." Rather, "El arte es divertido" ="Art is fun."

18.2 Rule: When a noun refers to a class <u>in general</u> <u>and</u> is used as the subject of a sentence Spanish <u>always</u> uses the definite article before the noun and English <u>always</u> omits it, e.g. "Los hombres son sinvergüenzas" = "Men are cads."

When the general noun is not the subject it <u>usually</u> follows this rule, e.g. "He loves wine" = "Le fascina el vino." However, note the following special cases: "She loves water" (i.e. to drink) = "Le fascina el agua"; "She loves the water" (to be near, for sports, beauty, etc.) = "Le fascina el agua."

19. FALSE COGNATES - In two different languages, words which resemble each other and which may have had at one time a

common origin and meaning are called "cognate words." When, due to the normal drift of language change, these two similar or identical-looking words no longer possess the same meaning and/or connotations they are called "false cognates." One of the most common mistakes in Spanish and English translation involves the false cognates "actual" ≠ "actual" and "actualmente" ≠ "actually." Rather, (Sp.) ≠ "actual" = "present," "present-day," "modern," and (Eng.) "actual" = "verdadero," "real," "legítimo." Also, "actualmente" = "at present," "presently," "at the present time," "right now," and "actually" = "en realidad," "verdaderamente," "realmente."

19.1 In addition to this extremely common error of "actual" and "actualmente," the sensitive translator should be alert to many others such as: "Ella demuestra una falta total de integridad" ≠ "She demonstrates a complete lack of integrity," but rather, "Ella demuestra una falta total de integridad" = "She shows a complete lack of integrity." Or "Le participé la noticia" ≠ "I participated the news to him"; rather, "Le participé la noticia" = "I gave him the news." Or again, "They were merely discussing the situation" ≠ "Ellos tan sólo discutían la situación," but rather "They were merely discussing the situation" = "Ellos tan sólo cambiaban impresiones sobre la situación." The verb "discutir" in Spanish still has a decided feeling or argumentation which is lacking in the English "to discuss."

19.2 Elsewhere we have defined "correct" language as what an educated, monolingual, native speaker usually says. It is the translator's job merely to provide an accurate equivalent of the original utterance in the target language. It is not the translator's duty to improve upon what may seem to be illogical,

untenable, false, or nonsensical conventions in language usage. A good example of this involves the following geographical terms:

When an English speaker says "America" he is usually referring to a country (the U.S.).

When a Spanish speaker says "América" he is usually referring to one or two continents.

Hence, translator's tentative rule-of- thumb No. 1: "America" ≠ "América."

When an English speaker says "American" he usually is referring to a citizen of the United States of America.

When a Spanish speaker says "americano" he often is referring to a native of the Americas.

Hence, translator's tentative rule-of-thumb No. 2: "American" ≠ "americano."

The converse of these two rules is:

"Los Estados Unidos," "Los Estados Unidos de (Norte) América," "Norteamérica" (informal) = "América."

"Norteamericano," "estadounidense," "americano" (informal) = "American."

When an English speaker says "North America" he usually is referring to Canada, United States, and sometimes Mexico.

When a Spanish speaker says "Norteamérica" he is usually referring to the United States.

Hence, translator's tentative rule-of-thumb No. 3: "Norteamérica" ≠ "North America."

When an English speaker says "North American" he usually is referring to some person or thing related to Canada, United States, and sometimes Mexico.

When a Spanish speaker says "norteamericano" he is usually referring to some person or thing related to the United States.

Hence, translator's tentative rule-of-thumb No. 4: "Norteamericano" ≠ "North American."

The converse of these two rules is:

"El Canadá y los Estados Unidos (y México)" and "América del Norte" (rarely) = "North America."

"Canadiense y estadounidense (y mexicano)" = "North American."

When an English speaker says "the Americas" he is usually referring to one (or two) continent(s), and their respective countries.

When a Spanish speaker says "Las Américas" he is (1) using a suspected Anglicism made popular through the Pan-American Union, or (2) stressing the differences and multiplicity of the family of nations on the American continent(s).

Hence, translator's tentative rule-of-thumb No. 5: "América" or "las Américas" (according to context) = "the Americas."

Other equivalences:

"Los Estados Unidos de América" (formal) or "Los Estados Unidos de Norteamérica" (informal) = "the United States of America."

"Los Estados Unidos," "los Estados Unidos de Norteamérica," or "Norteamérica" (informal) = "the United States."

Consider this utterance taken from real life: "John no es norteamericano, él es canadiense."

19.3 In the minds of most English speakers the continents are:

1. Asia
2. Africa
3. North America
4. South America
5. Europe
6. Australia
7. Antarctica

In the minds of most Spanish speakers the continents are:

1. Asia
2. Africa
3. América
4. Europa
5. Oceanía (incl. Australia)

19.4 Other confusing false cognates are to be found in a group of academic expressions involving universities. For example:

"facultad" ≠ "faculty" (in U.S. universities)
"profesorado" = "faculty" (in U.S. and U.K.universities)
"escuela" ≠ "school" (in U.S. universities)
"facultad" = "school" (in U.S. universities)
"colegio" ≠ "college"
"universidad" or "facultad" (according to context) = "college"
"facultad" or "profesorado" (according to context) = "faculty" (in the United Kingdom and most commonwealth nations)
"colegiales" ≠ "college students"
"universitarios" = "college studentes"
"pasar un examen" ≠ "to pass an examination"
"aprobar un examen" = "to pass an examination"
"pasar un examen" = "to take an examination"

19.5 Here is a list of words which can cause trouble for the Spanish-English translator:

ACTUAL- False cognate. "Actual (Eng.)" = "verdadero" (See Section 19).

ACTUALMENTE - False cognate. "Actually" = "realmente" (See Section 19).

ADMISION - False cognate. Instead,use "entrada" (e.g. to a show).

ADMITIR - False cognate. Instead, use "dar entrada a" for "to admit" (e.g. to a show).

AGONIA - Caution: "Ya estaba en agonía" = "He was already dying"; "He was in agony" = "El estaba sufriendo intensamente."

APLICACION - This is a false cognate which is entering the Spanish language quite unnecessarily. "I filled out an application" = "Llené una solicitud (un formulario)"; "Estudia con aplicación" = "He applies himself to his studies."

APLICAR - False cognate. "He applied for the job" = "Solicitó el empleo."

AREA - Don't overuse! Substitute "inmediaciones," "región," "ramo," "campo," "alrededores," "vecindario," "vecindad," "aledaños" or similar expression.

AUDIENCIA - Use "público" or "auditorio" for "audience" in theatrical sense.

CIVIL - Use "paisano" instead (e.g. "vestido de paisano" = "in civilian dress").

COMMERCIAL (Eng.) - Don't overuse in English! "Una oficina comercial" = "A business office."

COMPLACENCIA - Caution: "complacencia" = "pleasure," "satisfaction," "courtesy"; while "complacency" = "una satisfacción serena (de sí mismo o de una situación)."

COMPLACIENTE - Caution: "El es muy complaciente" = "He is very accommodating"; while "He is very complacent" = "El es muy pagado de sí mismo (serenamente satisfecho, de ahí, indiferente)."

COMPROMISO - Caution: This word is rapidly coming to be used as the equivalent of "a compromise." However, few Spanish speakers will understand it in this sense. For this reason it is a good rule not to use it with this meaning. Observe: "un compromiso" = "a commitment," "an obligation," "a pledge"; while "a compromise" = "un arreglo (mutuo, honorable y provechoso para ambas partes)"; do not use "acomodo" or "componendas" for "compromise" as these carry a decidedly negative connotation of dishonesty, onesidedness, or injustice.

CONEXION - Instead, use "tener relación con" or "estar relacionado con" for "to have connection with"; "in this connection" = "a propósito de esto."

CONTACTO - Don't overuse! "To make contact with someone" = "Establecer comunicación con alguien."

CONTROL - Don't overuse! Choose a more specific word. (See Section 15).

CONVENIENTE - Don't use for "convenient" in sense of "cómodo" (e.g. "It is very convenient to have a market close to the house" = "Es muy cómodo tener un mercado cerca de la casa"; "Le es conveniente hacerlo" = "It is to his advantage to do it."

CONVENIENCIA - Don't use for "convenience" in sense of "comodidad" (e.g. "He thinks his wife is just another convenience" = "Considera que su mujer es sólo una comodidad más"; "I see the advantage (necessity) of your going" = "Veo la conveniencia de que (te) vayas."

COPIA - Don't overuse! "He gave me a copy of his book" = "Me dio un ejemplar de su libro."

CORRECTO - Don't overuse! "El es muy correcto" = "He is well behaved." (See Section 15).

CUAL (rel. pron.) - Don't use for "el cual" or "el que"; "cual" by itself is never a relative pronoun ("that," "which").

CURAR - Don't overuse! "The doctor cured him" = "El médico le sanó"; "El doctor le curaba la herida" = "The doctor was treating his wound."

CURACION - Don't overuse! Use "recuperación," "saneamiento" for "curing," "healing"; "curación" often means "treatment" in medical sense.

DEMANDAR - Don't overuse! "We demand justice" = "Exigimos justicia." "Demandar" = "to file suit."

DESHONESTO - Don't overuse! Instead, use "deshonrado," "mentiroso." (See HONESTO).

DISCUSION - See DISCUTIR. The same caution must be observed. "A discussion" = "un cambio de impresiones."

DISCUTIR - Caution: This word is beginning to be used as a translation of "to discuss," but it still has a strong feeling of dissension and argument about it. It can lead to serious misunderstandings. Better: "discutir" = "to argue"; "to discuss" = "cambiar ideas (impresiones, opiniones)." (See Section 19.1).

EDITAR - False cognate. "Editar" = "to publish"; "To edit" = "Redactar."

EDITOR - False cognate. "Editor" (Sp.) = "Publisher"; "Editor" (Eng.) = "Redactor."

EDUCACION - Don't overuse! "Tiene mucha educación" = "He has nice manners"; "Public education" = "Instrucción pública."

EDUCADO - Same dangers as EDUCACION. "El es muy educado " = "He is very polite"; "He is very educated" = "El es muy culto (instruído)."

ELEVADOR - Don't overuse! Check on local usage. "An elevator" = "Un ascensor"; "a hoist" = "un elevador."

ENTRETENER - Don't overuse! "The clown entertained the children" = "El payaso divirtió a los niños."

ENTRETENIMIENTO - Same danger as ENTRETENER. "Entertainment" = "diversión."

ENTRENAMIENTO - Don't overuse! "Training" = "Adiestramiento," "capacitación," "formación."

ENTRENAR - Same as above. "To train" = "adiestrar," "capacitar."

EXPECTACION - This word is not the same as "expectation." "Expectación" = "eagerness," "expectancy" (e.g. "We have great expectations" = "Abrigamos grandes esperanzas").

FAMILIAR - Don't overuse! "Familiar music" = "música conocida"; "relaciones familiares" = "family relations (affairs)."

FASTIDIOSO - False cognate. "María es fastidiosa" = "Mary is a bore (irritating)"; "Mary is fastidious" = "María es meticulosa."

FIRMA - Don't overuse! "A business firm" = "Una casa comercial."

FORMAL - Caution: "Juan siempre está muy formal con las niñas" = "John's behavior with the girls is always very proper."

GRADUARSE - Don't overuse, although this verb is becoming the most common equivalent of "to graduate" in the northern half of Spanish America (approx. 8°N. Lat.). In other parts of the Spanish-speaking world "to graduate (in)" = "recibirse (de)." Example: "He graduated in medicine in June" = "Se recibió de médico en junio."

HACIA - Don't overuse! Use "para con" in a sentence such as "He is cold toward her"="El es muy indiferente para con ella." (See Section 15.2).

HAY - This verb should never be pluralized in any tense. "There were three people on the beach" = "Había tres personas en la playa"; "There will be seven candles on the table" = "Habrá siete velas en la mesa."

HONESTIDAD - Don't overuse! Use "honradez" for "honesty."

HONESTO - Don't overuse! "Miradas honestas" = "chaste looks"; "Ella es muy honesta" = "She is very modest (chaste)." "Honest" = "honrado."

IGNORAR - False cognate. "To ignore" = "no hacer caso a." (See Section 15).

INCORRECTO - Don't overuse! "Su proceder fue incorrecto" = "His behavior was not proper."

INFORMACION - Don't overuse! "He gave me the information I was looking for" = "Me dio los datos que busca-

ba"; "Presentó una información (un informe)" = "He gave a report."

MISERIA - Don't overuse! "Vive en la miseria" = "He lives in abject poverty (destitution)."

MOTIVO - Don't overuse in the sense of "motive." "They do not know the motive of the crime" = "Ignoran los móviles del crimen"; "motivo" = "reason."

NATIVO - Don't overuse! "Native language" = "lengua materna"; "native music" = "música típica."

NOMINAR - Don't overuse! "Postular" is better frequency matching for"to nominate." (See Section 4).

OCASION - (See OPORTUNIDAD)

OPORTUNIDAD - Don't overuse! "If I had the opportunity..." = "Si tuviera la ocasión..."

PARTICULAR - Don't overuse! "He is very particular" = "El es muy exigente."

PINCHAR - False cognate. "Pinchar" = "to stick (e.g. with a needle)," "to prick"; "to pinch" = "pellizcar."

PLANTA - Don't overuse! "An electric plant" = "Un generador eléctrico."

POPULAR - Don't overuse! "She is very popular with her friends" = "Ella es muy estimada (apreciada, querida) por (de) sus amigas," "En un barrio popular" = "Where the masses live."

POR - Don't overuse in time expressions. Either omit or substitute "durante." "He spoke for five hours" = "Habló (durante) cinco horas."

POSICION - Caution: "He got a good position" = "Consiguió un buen puesto"; "He is in a strange position" = "Tiene una postura rara"; "Se fija mucho en la posición" = "He is very class conscious."

PRETENDER - Caution: "He pretends he is asleep" = "Finge estar dormido"; "El pretende dormir" = "He is trying to sleep."

PRIVADO - Don't overuse! "A private car" = "Un auto particular."

PROCURAR - False cognate. "Procuró hablar" = "He tried to talk"; "He procured some scissors" = "El consiguió (obtuvo) unas tijeras."

PROPAGANDA - Caution: "Propaganda" (Eng.) always has a negative connotation (e.g. "Governments which use propaganda are evil" = "Los gobiernos que se valen de la falsa propaganda son malos"). The connotation of "propaganda" (Sp.) can be either negative (as above) or positive (e.g. "El trabaja en la propaganda radial" = "He works in radio advertising").

PROXIMO - Don't overuse! Watch these: "Next year (month, week, etc.)" = "El año (el mes, la semana) que viene (entrante)."

REALIZAR - Don't overuse! Although this verb is beginning to be used in the sense of "darse cuenta de," it is still much better to use the latter (e.g. "She doesn't realize how pretty she is" = "No se da cuenta de lo bonita que es"); but, "He realized (i.e. achieved) his hopes" = "Realizó sus aspiraciones."

REGULAR - Don't overuse! "By regular mail" = "Por correo ordinario"; "¿Cómo te sientes?" -- "Regular" = "How do you feel?" -- "Fair."

REPORTE - False cognate. "He gave a report" = "Presentó un informe."

RESORTE - Caution: "A summer resort" = "Un lugar de veraneo"; "The last resort" = "El último recurso"; "resortes" = "springs" (e.g. of a bed or vehicle).

SENSIBLE - Caution: "He is a sensible man" = "El es un hombre sensato"; "Ella es muy sensible" = "She is very sensitive."

SENSITIVO - Don't overuse! "Sensitive" = "Sensible (Sp.)."

SERIO - Don't overuse! "It is a serious problem" = "Es un grave problema."

SU(B)STITUIR - False cognate. "Substituir...por" ≠ "to substitute ...for" but rather "to replace...with"; e.g. "Substituyó el vino por el vinagre" = "He replaced the wine with (the) vinegar" or "He substituted the vinegar for the wine."

URGIR - False cognate. "Urgir" ≠ "to urge," but rather "urgir" = "to be urgent (that)." (See Section 15).

20. PREPOSITIONS - One of the measures of native proficiency in a language is the consistently accurate use of prepositions, especially after certain verbs. The Spanish and English translator

should bear in mind that the English preposition "in" ≈ "en" only in the sense of "dentro de." "On" ≈ "en" only in the sense of "encima de." To translate a sentence such as, "Se encontrará el retrato en la caja de jabón" it would be necessary to determine whether the portrait is "inside" the box or "on top" of it before the proper English preposition can be chosen. To always use "in" for "en" (to the exclusion of "on") is a most widespread and deplorable error in many otherwise adequate translations. It merits careful attention.

20.1 Even among educated native speakers the prepositions heard after certain verbs seem to be in free alternation at the present time. Compare, "Happiness consists in giving" (i.e. it involves giving), and "Happiness consists of giving" (i.e. it is made up of, comprised of, giving). This subtle difference is not always observed by native speakers of English. Do not overuse "consistir en" for "to consist of," especially when it implies "to be made up of." "Consistir de" is an Anglicism; "constar de" or "estar compuesto de" or "componerse de" should be used in its stead, e.g. "Happiness consists of many ingredients" ≠ "La felicidad consiste de muchos ingredientes," but rather, "Happiness consists of many ingredients" ≈ "La felicidad consta de muchos ingredientes."

20.2 Since natural language is not a logical system but rather a conventional one, a translator must be careful with expressions which may have had a historical raison d'être but which are now merely conventional idioms. Consider the following:

"to get down from the car" ≠ "bajar(se) del coche," but rather
"to get out of the car" ≈ "bajar(se) del coche"
"to get out of the bus" ≠ "bajar(se) del autobus," but rather
"to get off (of) the bus" ≈ "bajar(se) del autobús"
"to get off (of) the train" ≈ "bajar(se) del tren"

"to get onto the car" ≠ "subir al auto," but rather

"to get in(to) the car"	= "subir al auto"
"to get in(to) the bus"	≠ "subir al autobús," but rather
"to get on the bus"	= "subir al autobús"
"to get on the train"	= "subir al tren"
"to ride on a bus"	= "viajar en (por) autobús"
"to ride on a train"	= "viajar en (por) tren"
"to ride in a car"	= "viajar en (por) auto (coche, carro)"
"to ride in a plane"	= "viajar en (por) avión"

21. AIDS TO TRANSLATION -

21.1 Dictionaries - Even the best professional translators must refer constantly to dictionaries of various types. However, it must be pointed out that a definition given in a dictionary does not always constitute the definitive answer to a problem of translation, and may even give us the wrong answer if (1) we do not know how to use it, if (2) the dictionary is very small, or (3) very old. As translators it behooves us to bear in mind the following definition: "A good dictionary is a more-or-less complete listing of the ways in which the words and idioms of a language were used by native speakers and writers at the moment of compiling or revising the dictionary." A dictionary can never be more than this, but it can be a good deal less. A "cheaper" edition might, for example, give us only one or two of the many meanings which nearly every word or expression has according to the context in which it is used. Again, a "bargain" dictionary might reflect the usage of only one or two regions of a vast linguistic area without alerting us to this fact. It might also give archaic words without indicating that they are no longer in general use. Thus, a translator should never attempt to economize when it comes to selecting these important tools of his trade. Neither should he be so naïve as to think that a dictionary is where one goes to "prove" which word is "right." For a dictionary to be of use, we must know how to use it.

21.1.1 The Bilingual Dictionary (Spanish-English; English-Spanish) - A common joke in Spanish involves the foreign student in the U.S. who hears a knock on the door and answers, "Between, between" (entre, entre) instead of "Come in, come in." He politely tells his visitor, "Between and drink a saddle...etc." (Entre y tome una silla...etc.). Although exagerated, this is a good example of the kind of error one can make if he doesn't know how to use a bilingual dictionary, or if he has access to only a very abridged edition.

In selecting a bilingual dictionary it is useful to check the following:

1. date of compilation and/or subsequent revisions;
2. if revised, was it a complete revision of the whole dictionary or does the revision consist merely of a supplement of new words?
3. how many different meanings (uses) are given in Spanish for the English verb "to get"? (One good bilingual dictionary in the $9.00 range lists thirty different translations!)
4. how many different uses are given for "to get" when used in idioms or combined with various prepositions? (The same dictionary mentioned above lists seventy-eight different uses!)
5. how much explanation is given to the Spanish word "se"? (The same bilingual dictionary devotes two hundred and fifty words to explaining its various uses).

21.1.2 The Monolingual Dictionary - What has been said above applies equally to the common, one-language dictionaries (English-English or Spanish-Spanish) which a translator will need to consult from time to time. Here again its quality will be judged by the number of different meanings and uses given under each word listing.

21.1.3 The Technical Dictionary - Unless the translator is himself an expert in the technical field in which he is translating, he will have to make frequent and judicious use of the many dictionaries which exist to help the specialist. There are bilingual and monolingual, as well as multilingual dictionaries of this type in such varied fields as enginnering, chemistry, physics, electronics, refrigeration, philosophy, psychology, and military science.

21.1.4 Special Lists of Technical Words and Regionalisms - There may well be a large variety of usages within a given discipline or field, (e.g. military science), depending on the number of countries involved. For this reason, it is often necessary for the translator to make direct inquiries regarding the local nomenclature through citizens of a country or through the embassy or consulates. In business and advertising this can sometimes be accomplished through representatives and affiliates in each country. The translator will do well to compile lists of local usages corresponding to each of the regions involved. For example, the manufacturers of ice-cream making equipment would be best advised usually to use the "international" term "helado" to describe what their machinery produces. However, if the same company wanted to advertise, for instance, for retail sale a machine that can be used in the home to make ice cream, it might be best for them to adapt their terminology to fit the sales area; for example, "helados" (plural) in many areas, "nieve" in some parts of Mexico, "aiscrín" in Chile, "mantecado" in Puerto Rico, etc. Likewise, an importer of fruits who wanted to purchase oranges from Puerto Rico would have to ask for "chinas" and not "naranjas," as the latter refers

to sour oranges only on that island. It is best to refer to automobiles by the international terms "automóvil" and"auto." The more popular "coche" and "carro" each sound strange in those countries which use one and not the other. Automobile tires (British "tyres") are most safely advertised as "neumáticos," with "llantas" running a close second in universality, and "gomas" holding out in some localities. Inner tubes, "cámaras (de aire)" in Spain and much of southern Spanish America, is not understood in northern Spanish America where "tubo" is the common term. Almost everywhere in the Spanish-speaking world "vestido" refers to a woman's dress and "traje" to a suit, except in a few regions such as Panama where "traje" is the woman's dress and "vestido" is a suit. The term "terno" is preferred for "suit" in some places in South America.

22. WHAT MAKES A GOOD SPANISH AND ENGLISH TRANSLATOR -

22.1 Native Proficiency in Both Languages - It is not possible to possess "native proficiency" in a language without a mastery of the values, the taught reactions, thought and behavior patterns of the culture to which the language belongs. In other words, native mastery of the Spanish or English languages implies actually becoming a "Spaniard" or an "Englishman" for all practical purposes. The ability to "shift gears" at will and look at the world now through the prism of a "Spanish" world-feeling, now through that of an "English" vision of reality is essential. The closer a translator comes to fulfilling this description the more truly bilingual he will be. In this sense, to be bilingual is also to be bicultural. Rule of thumb: Unless a person has reached a truly bicultural level of proficiency he would be well advised to have all translations from his native language checked by someone else to whom the target language is native.

22.2 Broad and Extensive Educational Background - If we define a truly bilingual person as also a bicultural person, as we have above, it follows that the broader and more extensive his formal and informal education is the more understanding he will bring to his job of translating. It is obvious that a person holding a Ph. D. degree in humanities will present a broader spectrum of knowledge than a high school graduate in secretarial science. Theoretically, the former should be able to cope more accurately with a greater variety of translation material.

22.3 Talent - So-called "talent" in translating really involves two main factors, sensitivity and experience.

22.3.1 Sensitivity - There is no substitute for awareness in general. However, intelligent people who score very high on the verbal parts of achievement tests may often turn out to be better translators than those whose penchant is toward the analytical. Some analytically-minded people find it difficult to accept the "as-isness" of different languages and cultures, and thus tend to be much stronger in one language-culture context than in another. These people tend to translate much better into one language than into another. Highly empathetic, verbal types tend to be better two-way translators.

22.3.2 Experience - We mentioned previously that the ability to do good translating was a third talent, almost completely independent of a person's mastery of both languages. This third factor can be acquired only by much practice. Translating is a skill and consequently is learned by actually doing it and not by studying the theory. As in the case of intelligence, there can be no substitute for vast amounts of actual translating practice with a large variety of materials.

22.3.3 Enjoyment of Work - It cannot be disputed that a person does best what he enjoys most. Neither can it be denied that translating dry and repetitious material day after day is not exactly a thrilling occupation. Add to this the fact that, unless a translator's boss is himself a highly bilingual and bicultural individual, the superior talents of a master translator will go unrecognized and will be rewarded with the same uninspiring remuneration received by most documentary translators at the present time.

Despite this bleak picture, there are thousands of bilingual employees at every level of business and government who have discovered that translating can be a highly creative and challenging occupation. When one begins to appreciate the great variety of renderings which are possible for any piece of written material and the very great difference between a mediocre translation and one done with real awareness and sensitivity, one discovers an unexpected sense of pride and personal satisfaction in a job well done. As monolingual employers likewise become more aware of the value of a good translator (as they already have in the case of interpreters) it is to be hoped that a more commensurate remuneration will be forthcoming.

23. EXERCISES - (Real-life examples found in Middle America and Caribbean).

A. After each of the following Hispanicisms write (1) the Spanish sentence which you think is causing the error or inferior expression, and (2) the correct or improved English sentence. Note: Some would not be wrong except by virtue of frequent usage.

1. What are we today?

(1)

(2)

2. You have to take you a bath.

(1)

(2)

3. I'll stay with this money.

(1)

(2)

4. I can't even see him! (sense: I can't stand him!)

(1)

(2)

5. Why don't you get down from the car?

(1)

(2)

6. The picture is in the screen.

(1)

(2)

7. You are losing time. (sense: wasting time)

(1)

(2)

8. You are going to lose the train.

   (1)

   (2)

9. There were just pure girls at the party.

   (1)

   (2)

10. He is combing himself.

    (1)

    (2)

11. I like my actual job better than my last one.

    (1)

    (2)

12. When we arrived to the house it was raining.

    (1)

    (2)

13. This is a picture for the people that like to laugh.

    (1)

    (2)

14. We announce to our customers that we have the permit number 14.

    (1)

    (2)

15. The permit was extended to us by the Ministry of Commerce.

    (1)

    (2)

16. He was given a ten-years service pin.

(1)

(2)

17. This film is not apt for minors.

(1)

(2)

18. This film is inconvenient for minors.

(1)

(2)

19. This film is for all public.

(1)

(2)

20. Wanted: Bilingual secretary to enter into the field of Public Relations.

(1)

(2)

21. Our new nocturne schedule is from 6 p.m. to 11 p.m.

(1)

(2)

22. Savoy, the hotel that pleases the residents and the tourists alike.

(1)

(2)

23. (movie marquee) Magisterial Realease: "Born Free."

(1)

(2)

24. (law) It is hereby forbidden strikes when vessel is travelling.

(1)

(2)

25. The doctor cures my foot every Monday.

(1)

(2)

26. That depends on the acceptation of the merchandise.

(1)

(2)

B. After each of the following Anglicisms write what you think are (1) the English sentence which is causing the error or inferior expression, and (2) the correct or improved Spanish sentence. Note: Some would not be wrong except by virtue of frequent usage.

1. Las películas van a ser dadas a las cinco.

(1)

(2)

2. El profesor va a dar una lectura.

(1)

(2)

3. Todos de ellos dijeron algo.

(1)

(2)

4. ¿Se ha dado cuenta de qué corteses son?

(1)

(2)

5. Su auto nuevo está esperando por Ud. en nuestra agencia.

(1)

(2)

6. Sus motivos podrían ser cuestionados.

(1)

(2)

7. Yo estaba siendo sarcástico.

(1)

(2)

8. Sea seguro, use las barandillas para bajar.

(1)

(2)

9. Es prohibido fumar.

(1)

(2)

10. (Auto) Se venden auto partes usadas aquí.

(1)

(2)

11. Cuarto de Descanso.

(1)

(2)

12. El hotel de lujo para las personas que demandan lo mejor.

(1)

(2)

13. El me molestaba, pero yo le ignoré.

(1)

(2)

14. Antes de la clase nos fueron dadas dos hojas de papel.

(1)

(2)

15. ¿A cuál escuela estás yendo ahora?

(1)

(2)

16. El quiere controlar cada discusión.

(1)

(2)

17. ¡Vuele Pan Am!

(1)

(2)

18. Viaje vía Miami.

(1)

(2)

19. ¡El mejor whisky en el mundo!

(1)

(2)

20. Estamos siendo invadidos.

(1)

(2)

21. Mi auto está dañado. Eso es porqué no puedo ir.

(1)

(2)

22. No mueva su dial.

(1)

(2)

23. Tienes que llenar todos los blancos de la aplicación.

(1)

(2)

24. Prohibido patinar en el área de la escuela.

(1)

(2)

25. Creo que vive en esta área.

(1)

(2)

26. ¡Area de casco duro!

(1)

(2)

C. Match the following linguistic terms with the sentences that follow. Place the corresponding letter on the blank under each sentence.

a. Syntactic Anglicism
b. Bad style matching
c. Lexical Anglicism
d. Good frequency matching
e. Not interpreting culture for the reader
f. Hispanicism
g. Interpreting culture for the reader
h. Good matching of affective connotations
i. Bad frequency matching
j. False cognates

1. "Siempre tomo mi café matutino a las siete" = "I always have my morning coffee at seven."
   This is an example of _____.

2. "Mi hermano trabaja actualmente en Irán" = "My brother actually works in Iran."
   This is an example of _____.

3. "El está construyendo un oleoducto allá" = "He is building an oleoduct there."
   This is an example of _____.

4. "¡Dios mío!" = "Heavens!" (not a prayer)
   This is an example of _____.

5. "Ese caballero es sumamente culto" = "That gentleman is real cultured."
   This is an example of _____.

6. "San Pedro y San Lucas se dieron un santo beso" = "St. Peter and St. Luke gave each other a holy kiss."
   This is an example of _____.

7. "Su reloj está siendo reparado" = "His watch is being fixed."
   This is an example of _____.

8. "Me quedo con este gatito" = I'll stay with this kitty."
   This is an example of _____.

9. "Llené una aplicación para hacerme socio" = "I filled out an application for membership."
   This is an example of _____.

10. "Los dos apóstoles se dieron un santo beso." ="The two apostles greeted each other warmly."
    This is an example of _____.

D. Match the following descriptions with the sentences that follow. Place the corresponding letter on blank (1). Then write the probable English sentence which is causing the error or inferior expression on blank (2). Finally, write the corrected or improved Spanish sentence on blank (3).

a. Anglicism. Misuse of the progressive present.
b. Two Anglicisms. Misuse of an impersonal verb and a bad frequency matching.
c. A common error among Spanish speakers.
d. Anglicism. Wrong translation of a relative pronoun.
e. Anglicism. Bad frequency matching.
f. Anglicism involving accusative and infinitive construction.
g. Anglicism. Omission of definite article.

1. Estos factores lo hacen un problema de suma importancia.

   (1)

   (2)

   (3)

2. Me dio el dinero, cual es lo que yo quería.

   (1)

   (2)

   (3)

3. No lo urgimos, lo demandamos.

   (1)

   (2)

   (3)

4. Cuando Ud. esté buscando zapatos, acuérdese del Almacén X.

   (1)

   (2)

   (3)

5. Habían muchas personas en la playa.

   (1)

   (2)

   (3)

6. Es incuestionable que él lo hizo.

   (1)

   (2)

   (3)

7. Si calidad le gusta, acuda al Almacén Y.

(1)

(2)

(3)

24 ANSWERS TO EXERCISES

ANSWERS TO EXERCISE A (Hispanicisms are underlined).

1. What are we today?
   (1) ¿A qué estamos hoy?
   (2) What is the day today?

2. You have to take you a bath.
   (1) Tienes que tomarte un baño.
   (2) You have to take a bath.

3. I'll stay with this money.
   (1) Me quedo con este dinero.
   (2) I'll keep this money.

4. I can't even see him! (i.e. stand him).
   (1) ¡No lo puedo ni ver!
   (2) I can't stand (the sight of) him!

5. Why don't you get down from the car?
   (1) ¿Por qué no te bajas del auto?
   (2) Why don't you get out of the car?

6. The picture is in the screen.
   (1) La película está en la pantalla.
   (2) The picture is on the screen.

7. You are losing time (sense: "wasting").
   (1) Estás perdiendo el tiempo.
   (2) You are wasting time.

8. You are going to lose the train.
   (1) Vas a perder el tren.
   (2) You are going to miss the train.

9. There were just pure girls at the party.
   (1) No había más que puras muchachas en la fiesta.
   (2) There were just girls at the party.

10. He is combing himself.
    (1) Se está peinando.
    (2) He is combing his hair.

11. I like my actual job better than my last one.
    (1) Me gusta mi trabajo actual más que el anterior.
    (2) I like my present job better than my last one.

12. When we arrived to the house it was raining.
    (1) Cuando llegamos a la casa, llovía.
    (2) When we arrived at the house it was raining.

13. This is a picture for the people who like to laugh.
    (1) Esta es una película para las personas a quienes les gusta reír.

(2) This is a picture for people who like to laugh.

14. We announce to our customers that we have the permit number 14.
(1) Anunciamos a nuestros clientes que poseemos el permiso número 14.
(2) We announce to our customers that we have permit number 14.

15. The permit was extended to us by the Ministry of Commerce.
(1) El permiso nos fue extendido por el Ministerio de Comercio.
(2) The permit was issued to us by the Ministry of Commerce.

16. He was given a ten-years service certificate.
(1) Le dieron un certificado de diez años de servicio.
(2) He was given a ten-year service certificate.

17. This film is not apt for minors.
(1) Esta película no es apta para menores.
(2) This film is not suitable for minors.

18. This film is inconvenient for minors.
(1) Esta película es inconveniente para menores.
(2) This film is not suitable for minors.

19. This film is for all public.
(1) Esta película es para todo público.
(2) This picture is for all audiences (general public).

20. Wanted: Bilingual secretary to enter into the field of Public Relations.
(1) Se necesita: Secretaria bilingüe para entrar en el ramo de Relaciones Públicas.
(2) Wanted: Bilingual secretary to enter the field of Public Relations.

21. Our new nocturne schedule is from 6 p.m. to 11 p.m.
(1) Nuestro nuevo horario nocturno es de 6 a 11 de la noche.
(2) Our new night schedule is from 6 p.m. to 11 p.m.

22. Savoy, the hotel that pleases the residents and the tourists alike.
(1) El Savoy, el hotel que complace a los residentes y a los turistas por igual.
(2) Savoy, the hotel that pleases residents and tourists alike.

23. (movie marquee) Magisterial Release: "Born Free."
(1) Estreno Magistral: "Born Free."
(2) Outstanding (Colossal; Stupendous) Release: "Born Free."

24. (law) It is hereby forbidden strikes when vessel is traveling.
    (1) Se prohiben de este modo huelgas mientras la nave está navegando.
    (2) Strikes are hereby forbidden while vessel is traveling.

25. The doctor cures my foot every Monday.
    (1) El médico me cura el pie cada lunes.
    (2) The doctor treats my foot every Monday.

26. That depends on the acceptation of the merchandise.
    (1) Eso depende de la aceptación de la mercancía.
    (2) That depends on the acceptance of the merchandise.

ANSWERS TO EXERCISE B (With explanations. Anglicisms, suspected and real, are underlined).

1. Las películas van a ser dadas a las cinco. (Suspected syntactical Anglicism because of passive voice).
   (1) The pictures are going to be given at five o'clock.
   (2) Van a dar (pasar) las películas a las cinco.

2. El profesor va a dar una lectura. (Lexical Anglicism).
   (1) The teacher (professor) is going to give a lecture.
   (2) El profesor va a dar una conferencia.

3. Todos de ellos dijeron algo.
   (1) All of them said something.
   (2) Todos (ellos) dijeron algo.

4. ¿Se ha dado cuenta de qué corteses son? (Syntactical Anglicism).
   (1) Have you noticed how polite they are?
   (2) ¿Se ha dado cuenta de lo corteses que son?

5. Su auto nuevo está esperando por Ud. en nuestra agencia. (Syntactical Anglicism).
   (1) Your new car is waiting for you in our showrooms.
   (2) Su auto nuevo lo espera (a Ud.) en nuestra agencia.

6. Sus motivos podrían ser cuestionados. (Syntactical and lexical Anglicisms).
   (1) His motives could be questioned.
   (2) Se podrían poner en duda sus intenciones (razones, motivos).
   (3) Sus intenciones podrían ser puestas en duda (agent implied).

7. Yo estaba siendo sarcástico. (Syntactical Anglicism).
   (1) I was being sarcastic.
   (2) Yo hablaba con sarcasmo.

8. Sea seguro, use las barandillas para bajar. (Syntactical Anglicism; one suspected).
   (1) Be safe, use the handrails to go down.
   (2) Ande con seguridad, utilice las barandillas para bajar.

9. Es prohibido fumar. (Suspected syntactical Anglicism).
   (1) It is prohibited to smoke.
   (2) Se prohibe fumar.

10. (Auto) Se venden partes usadas aquí. (Lexical Anglicism).
    (1) Used parts (are) sold here.
    (2) Se venden piezas (repuestos, refacciones) usadas aquí.

11. Cuarto de Descanso. (Lexical Anglicism).
    (1) Rest room.
    (2) Servicio.

12. El hotel de lujo para las personas que demandan lo mejor. (Lexical Anglicism).
    (1) The luxury hotel for people who demand the best.
    (2) El hotel de lujo para las personas que exigen lo mejor.

13. El me molestaba, pero yo le ignoré. (Lexical Anglicism).
    (1) He was bothering me, but I ignored him.
    (2) El me molestaba, pero yo no le hice caso.

14. Antes de la clase nos fueron dadas dos hojas de papel. (Suspected syntactical Anglicism).
    (1) Before class we were given two sheets of paper.
    (2) Antes de la clase nos dieron dos hojas de papel.

15. ¿A cuál escuela estás yendo ahora? (Suspected syntactical Anglicism).
    (1) What school are you going to now?
    (2) ¿En cuál escuela estás ahora? Or,
    (3) ¿A cuál escuela asistes ahora?

16. El quiere controlar cada discusión. (Suspected lexical Anglicisms).
    (1) He wants to control every discussion.
    (2) El quiere dominar cada charla (conversación).

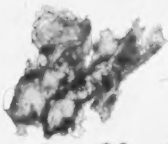
17. ¡Vuele Pan Am! (Syntactical Anglicism).
    (1) Fly Pan Am!
    (2) ¡Vuele con Pan Am!

18. Viaje vía San Juan. (Lexical Anglicism).
    (1) Go via San Juan.
    (2) Viaje por vía de San Juan.

19. El mejor whisky en el mundo. (Syntactical Anglicism).
    (1) The best whisky in the world.
    (2) El mejor whisky del mundo.

20. Estamos siendo invadidos. (Suspected syntactical Anglicism unless agent implied).
(1) We are being invaded.
(2) Nos están invadiendo.

21. Mi auto está dañado. Eso es porqué no puedo ir. (Syntactical Anglicism).
(1) My car is broken down. That is why I can't go.
(2) Mi auto está dañado. (Es) por eso (que) no puedo ir.



22. No mueva su dial. (Suspected syntactical Anglicism. "Dial" accepted by Real Academia).
(1) Don't move your dial.
(2) No cambie de sintonía.

23. Tienes que llenar todos los blancos de la aplicación. (Lexical Anglicism).
(1) You have to fill in all the blanks in (of) the application.
(2) Hay que llenar todos los espacios de la solicitud (formulario).

24. Prohibido patinar en el área de la escuela. (Suspected lexical Anglicism).
(1) Forbidden to skate in school area.
(2) Se prohibe patinar en las inmediaciones de la escuela.

25. Creo qué vive en esta área. (Suspected lexical Anglicism).
(1) I think he lives in this area.
(2) Creo que vive en esta vecindad.

26. ¡Area de casco duro! (Suspected lexical and syntactical Anglicism).
(1) Hard Hat Area!
(2) Se exige casco de seguridad (para trabajar aquí).

ANSWERS TO EXERCISE C (With explanations) -

1. ___d___ (i.e. "matutino" ≠ "matutinal" in frequency of usage)

2. ___j___ (i.e. "actualmente" ≠ "actually")

3. ___i___ (i.e. "oleoducto" = "pipeline" in frequency of usage)

4. ___h___ (i.e. "¡Dios Mío!" ≠ "My God!" in affectivity; except in a prayer)

5. ___b___ (i.e. "sumamente" = "highly"; "real" is very colloquial, almost substandard)

6. ___e___ (i.e. this custom does not exist in modern, western society)

7. ___a___ (i.e. Spanish tends to avoid the progressive form of passive voice)

8. ___f___ (i.e. a syntactic Hispanicism common in bilingual areas)

9. ___c___ (i.e. a lexical Anglicism fairly widespread in Middle America and Caribbean)

10. ___g___ (i.e. a modern equivalent for an archaic and exotic custom)

ANSWERS TO EXERCISE D

1. Estos factores lo hacen un problema de suma importancia.

   (1) ___f___

   (2) These factors make it a problem of the utmost importance.

   (3) Estos factores hacen que sea un problema de suma importancia.

2. Me dio el dinero, cual es lo que yo quería.

   (1) ___d___

   (2) He gave me the money, which is what I wanted.

   (3) Me dio el dinero, lo cual es lo que yo quería.

3. No lo urgimos, lo demandamos.

   (1) ___b___

   (2) We don't urge it, we demand it.

   (3) No lo exhortamos, lo exigimos.

4. Cuando Ud. esté buscando zapatos, acuérdese del Almacén X.

   (1) ___a___

(2) When you are looking for shoes, remember X Store.

(3) Cuando busque zapatos, acuérdese del Almacén X.

5. Habían muchas personas en la playa.

(1) ___c___

(2) (no English influence)

(3) Había muchas personas en la playa.

6. Es incuestionable que él lo hizo.

(1) ___e___

(2) It is unquestionable that he did it.

(3) Es indiscutible que él lo hizo.

7. Si calidad le gusta, acuda al Almácen Y.

(1) ___g___

(2) If you like quality, come to Y Store

(3) Si la calidad le gusta, acuda al Almacén Y.